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| **This checklist is an *optional* way to record student learning on the standards taught/learned in the first half of Module 4.**  Note: See the “Assessment Options” portion of the Module Assessment Overview for more information about this checklist and Module Assessments. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Std(s)** | **Topic A: Compositions and Decompositions of 2, 3, 4, and 5 (Lessons 1-6)**  **4: 3/3 correct 3: 2/3 correct**  **2: 1/3 correct 1: 0/3 correct** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| K.OA.1  K.OA.5 | 1. Tells a decomposition story, saying numbers that match movements of the manipulatives. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| K.OA.3  K.OA.5 | 2. Selects five linking cubes and puts them in the whole of the number bond mat. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| K.OA.3  K.OA.5 | 3. Correctly fills in the number bond with the numbers 5, 3, and 2. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| Please review the Mid-Module Assessment Task and rubric for each Topic before using this checklist. Students who have not mastered a/some skill(s) by the end of Topic D should be assessed using the End-of-Module Assessment Task for the appropriate areas. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Std(s)** | **Topic B: Decomposition of 6, 7, and 8 into number pairs (Lessons 7-12)**  **4: 4/4 parts 3: 3/4 parts**  **2: 2/4 parts 1: 1/4 parts**  **See rubric for more details** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| K.OA.3 | 1a. Shows 6 cubes. Make note if the student uses the 5-stick. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| K.OA.3 | 1b. Holds up left and the thumb of the right to show 6 with fingers. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| K.OA.3 | 2. Makes a number bond for 7 using any correct combination for the parts of 7. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| K.OA.3 | 3. Writes a correct combination of parts for the number 8. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| Please review the Mid-Module Assessment Task and rubric for each Topic before using this checklist. Students who have not mastered a/some skill(s) by the end of Topic D should be assessed using the End-of-Module Assessment Task for the appropriate areas. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Std(s)** | **Topic C: Addition with totals of 6, 7, and 8 (Lessons 13-18)**  **4: 3/3 correct 3: 2/3 correct**  **2: 1/3 correct 1: 0/3 correct** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| K.OA.1 | 1. States what each number in the number sentence refers to. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| K.OA.2 | 2. Writes the correct numbers in the blanks: 5 + 3 = 8. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| K.OA.2 | 3. Writes an addition sentence to match his own story. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Std(s)** | **Topic D: Subtraction with numbers to 8 (Lessons 19-24)**  **4: 3/3 correct 3: 2/3 correct**  **2: 1/3 correct 1: 0/3 correct** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| K.OA.1 | 1. States what each number in the number sentence refers to. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| K.OA.2 | 2. Writes the correct numbers in the blanks. 8 – 5 = 3. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| K.OA.3 | 3. Writes an addition sentence to match her own story. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |